

## SEEN IN THE PUBLIC PRINTS

Dr. Theodore Henley Jack, vice-president of Emory University at Atlanta, will become president of Randolph-Macon Woman's College at Lynchburg, before the opening of the 1933-34 session. Dr. Dice R. Anderson, his predecessor as president of R.-M. W. C., last year accepted the presidency of Wesleyan College at Macon, Georgia.

A native of Alabama, Dr. Jack was educated at the University of Alabama, Harvard University, and the University of Chicago. He has served as an instructor in history in Harvard and Chicago; he has been president of the Georgia Association of Colleges, and of the Southern Association of Colleges and Secondary Schools.

Warwick, York, and Elizabeth City counties may be consolidated, according to a dispatch from Hampton. Even if the political positions are continued, one superintendent of schools may take the place of three.

The Virginia Players, dramatic organization at the University of Virginia, produced "Politian," Edgar Allan Poe's only play, at the University on January 19, the anniversary of the poet's birthday. Following the "world premiere," a second performance is being given in Baltimore on February 18, and in Richmond February 24.

Archie M. Palmer, associate secretary of the Association of American Colleges, speaking at Washington and Lee University recently, said:

"The troubled times through which we now are unhappily passing challenge the principles, policies, and techniques that hitherto have ruled supreme. New points of view, fresh patterns of work, revised but yet undiscerned philosophies of life, are in the making. Our hope lies in the college student in whom these philosophies are being created."

Mr. Palmer spoke of recent critical articles in the periodical press in which the college student is pictured as one who sits by, realizing the incompetence and inefficiency of figures in public life, but who doesn't bother to concern himself with remedying the situation. Such being the case, he said, it now becomes necessary for college-trained men to be awakened to the necessity of participation in all walks of public as well as private life.

The newly organized Chesapeake Collegiate Conference will hereafter direct the athletic contests of Randolph-Macon, Hampden-Sydney, Lynchburg College, American University, and probably of St. John's at Annapolis, and Swarthmore. Bridgewater College in Virginia, Haverford in Pennsylvania, and Johns Hopkins in Baltimore, have also been invited to join.

The withdrawal from the Virginia Conference of Randolph-Macon College, Hampden-Sydney, and Lynchburg, will leave only four Virginia colleges holding membership: Emory and Henry, Roanoke, the University of Richmond, and William and Mary. The latter two institutions are now said to be seeking admission to the Southern Conference.

The new conference is designed to bring together a group of colleges of relatively equal enrolment.

Dr. Ormond Stone, formerly professor of astronomy at the University of Virginia and director of the Leander McCormick Observatory, was instantly killed when struck by an automobile on January 17. He was 86 years old. Dr. Stone was a leader in the May Campaign of 1907 in Virginia, and was one of the members of the first board of trustees of the State Teachers College at Harrisonburg.

On the program to speak at the two-day meeting of the Association of Virginia Col-



leges at the Jefferson Hotel in Richmond were the following educators:

Dr. Charles A. Dawson, of Roanoke College; Dr. Sidney B. Hall, Superintendent of Public Instruction for Virginia; President J. N. Hillman, of Emory and Henry College; Dr. Julian A. Burruss, president of V. P. I.; Dr. F. W. Boatwright, president of the University of Richmond; Dean John L. Manahan, of the University of Virginia; Dr. W. R. Smithey, of the University; Principal J. C. Harwood, of John Marshall High School; Dr. Samuel P. Duke, president of Harrisonburg State Teachers College; Dr. Robert Emory Blackwell, president of Randolph-Macon College; Dr. Frank P. Gaines, president of Washington and Lee University; Dr. J. P. McConnell, president of East Radford Teachers College, and Dr. W. S. Learned, of the Carnegie Foundation for the Advancement of Teaching.

The depression appears to have affected education in the United States more than it has the schools of approximately 40 foreign countries, according to reports received in the Federal Office of Education by Dr. James F. Abel, chief of the foreign school systems division.

"Today the college is attempting to lead the student into an appreciation of his own powers, to arouse in him interests which may become life interests, some one of which perhaps may become a means of getting a living at the same time it strives to teach him the values of recreation, of leisure, of culture, so that there may not be vacant hours in his life, even though a period of unemployment may come upon him," said Dr. Robert L. Kelley, secretary of the Association of American Colleges, speaking before the Alumnae Advisory Council at Hollins College on February 20.

Our one-room schools are gradually de-

creasing in number and have been decreasing in number since 1918, the first year for which data are available, but approximately 60 per cent of all public school buildings now used in the United States are still of the one-room type, according to E. M. Foster, chief statistician of the Federal Office of Education.

Out of a total of 5,618 school buildings in the State of Virginia there were still in 1929-1930, 2,765 one-room school houses, or 49.22%.

Everywhere the failure of the property tax to provide sufficient revenues, says the *Virginia Journal of Education*, is leading to the conclusion reached by a meeting of twenty-three state superintendents recently held under the leadership of the U. S. Commission of Education: school systems must depend less on taxes on real estate, more on sales taxes, general and special, and license taxes.

In Louisiana, taxes on tobacco and electric power are providing funds for stabilizing schools, according to that state's superintendent of schools. In Mississippi a sales tax is helping to keep the schools open.

Because of a greatly reduced appropriation and the inability of many students to pay their bills, the College of William and Mary will conclude this session with a huge deficit, as yet undetermined, President J. A. C. Chandler is reported in the *Richmond Times-Dispatch* as having disclosed.

In 1919 the endowment was \$150,000; it is now just about \$500,000, yielding an income of \$30,000 a year.

Dr. Howard W. Odum, sociologist at the University of North Carolina, told the Emory University Institute of Citizenship and the Georgia Press Institute that America's development of social machinery has lagged behind its development of physical resources, according to an Associated Press dispatch of February 8.



He said that while the South has rarely been excelled in its contribution to natural and human wealth, it has lagged considerably in its technological development.

"Special studies," he said, "of various regions indicate that, while the South probably entered the depression earlier than other regions, there is evidence that it is coming out earlier.

"The new frontiers of leadership will be dominated by purpose, well defined objectives, skill and capacity to go forward, and the determination and spirit which characterize a great people."

He said the way out of America's present difficulties is through development of leadership possessed of poise, balance, and sanity.

"The need of the hour is," he said, "a radicalism that will clear a way for the realization of the aspiration of a sturdy race."

#### HILL HUNGER

I want to stride the hills! My feet cry out  
For hills! Oh, I am sick to death of streets:  
The nausea of pavements and people always  
about;

The savagery of mortar and steel that beats  
Me under, hedges me in; the iron shiver  
Of traffic!—I want to stride the hills, I want  
Hills toned frantic silver or a quiver  
Of scarlet; hills that hunger and grow  
gaunt!

I am tired of steps and steps, and a thousand  
and flights

Of stairs resounding, shuffling, quarreling  
With shoes. I want a hill on windy nights,  
When April pauses with me, clambering  
Over the purple side to the top, until  
We pull ourselves up by a star—the hill!  
the hill!

—JOSEPH AUSLANDER

He is ill clothed that is bare of virtue.  
POOR RICHARD

#### THE READING TABLE

THE WAY OUT OF EDUCATIONAL CONFUSION. By John Dewey. Cambridge: Harvard University Press. 1931. Pp. 41. \$1.00.

This seventh annual Inglis lecture is very timely now when we read in the report of the U. S. Office of Education that forty out of forty-eight American states are facing a real breakdown in their schools. Dewey is not, however, dealing with this financial breakdown, but with the aimlessness which is no doubt equally disastrous to an efficient school program. He says: "We use leathern bottles in an age of steel and glass. The bottles leak and sag. The new wine spills and sours. No prohibitory holds against the attempt to make a new wine of culture and to provide new containers. Only new aims can inspire educational effort for clarity and unity. They alone can reduce confusion; if they do not terminate conflict, they will at least render it intelligent and profitable."

Expressing clearly his conviction that in the short compass of this address he could not develop all the causal factors involved nor the totality of remedies, he finds that the outstanding symptom or cause of the confusion is the "traditional classification and division of isolated subjects." This tendency to keep splitting up the subject-matter used in the education of children and youth results in the following: the excessive multiplication of branches of study in any given field, and the tendency of subject-matter to become isolated, even from life situations; the development of conflict between the so-called cultural and vocational studies. The names of subjects become "tags" with quite different connotations for different teachers, and the general effect is increasing confusion and chaos.

One hopeful way out of the consequent confusion, Dewey believes, is to be found in the "project" method. He finds that it pulls subject-matter together like a magnet and that it calls out such genuine activity on the part of the pupil as leads to application and